



Redesign Plan

Nelson Elementary School

Muskegon City School District

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Nelson School resides on Grand Avenue and centrally located in downtown Muskegon County.

Nelson School has a long tradition of excellence. The original school was built in 1929 with an addition in 1957. Ever since, Nelson School has served students in the center of Muskegon with unique and progressive programs. Nelson now serves 430 students primarily African American At Risk students in grades pre-kindergarten through 6th grade. In the last three years Nelson Elementary has transitioned leadership along with consolidating McLaughlin Elementary a neighboring school.

Here are the following professional staff: Twenty-four teachers including 7 special education teachers, Principal, 2 assistant principals, teacher consultant, speech therapist, part time social worker, part time psychologist, part time physical and occupational therapists, and academic interventionist as well as a teacher in the toddler program. We have part-time teachers of gym, music, technology, and art.

This school year our building staff was comprised of various levels of experiences:

Teachers with 0-5 years experience: 9

Teachers with 6-10 years experience: 1

Teachers with 11-15 years experience: 8

Teachers with 16-20 years experience: 3

Teachers with 21-25 years experience: 2

Teachers with 26-30 years experience: 1

Nelson School meets the requirements as a Title I Schoolwide school and receives federal funds to provide services to at-risk students. Our students go on to Muskegon Middle School for grades 7 and 8 and Muskegon High School for 9-12.

There is a great deal of support in the Nelson neighborhood and the school. We have a few supportive parents, motivated students and a dedicated staff!

One unique feature at Nelson Elementary is our diversity. Staff and students bring various knowledge backgrounds and experiences. Of the students that have moved to Nelson, most are coming from our neighboring district, Muskegon Heights Public Academy. The majority of our students that come to school are not ready to learn. They have outside factors that contribute to their learning ability.

Elementary students are involved in programs such as 21st Century After School Program, Reading Buddies, Big Red Time ability grouping, Girls group, Girls on the Run, Boys/Girls basketball, Good News Club,

Our challenges are in two areas:

1. The need to increase student achievement in all content areas especially of math, science, social studies, and writing.
2. The need to increase positive student behavior by decreasing referrals for physical aggression and fighting.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Nelson's Vision state is that the faculty and staff of Nelson Elementary School is to provide all students with the tools to become productive, responsible citizens. This can be accomplished through a partnership with the family and community working together to provide the necessary resources and support to produce a positive educational environment essential for learning.

Mission Statement: The mission of Nelson Elementary School is to assure that, within a nurturing and stimulating environment, each of our diverse students achieves literacy and appropriate core competencies, and becomes a responsible, compassionate lifelong learner.

Beliefs Statement

*Nelson parents and community participation enhances high expectations, student motivation, and achievement.

*Nelson students learn and achieve in a safe, disciplined environment in which they feel trusted, supported and have a sense of belonging.

*Our students rise to the level of the expectation of the classroom and school.

*Nelson is organized to meet the needs and interests of the learning community.

*Our students learn best when they are actively engaged in meaningful, challenging work, and integrating technology where appropriate.

*Our teachers lead, encourage, and motivate students, by designing and implementing challenging activities for students.

Nelson's staff partner together with various community programs such as 21st Century After School Program, Adopt a program, YMCA Nutrition class, Foster Grandparents, Reading buddies, Family Resource Center, and the Parent Teacher Organization. This partnership enriches student and staff relationships with the community. Staff believes professional development is essential for teacher enhancement and student success. Nelson's staff ensures student learning through differentiated instruction, ability grouping, and small group instruction.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Over the last three years there has been a trend of small growth in the areas of math, reading, and writing in regards to most grade levels.

During the 2013-2014 school year Nelson Elementary made achievements in the area of math, reading and writing based on our data collection. MEAP student achievement results is a goal that our staff is striving to change. We believe that we are moving in the right direction. Our district Reading and Math assessment results indicate that we are making progress. We use Fountas and Pinnell Benchmark Assessment System for reading assessment and district assessments and progress monitoring for math. These assessments show a clear pattern of improvement from Fall to Spring. The instruction provided by Nelson teachers is resulting in making growth over time. As a Title 1 school, we are moving our students that are lowest achieving to be at benchmark or higher.

Nelson staff is aware of the need for improvement with academic achievement and is dedicated to the goal of improving student achievement in all content areas on both district and state assessments over the next three years. To achieve the goals for increased academic achievement, the following strategies have been identified: best practices, professional development, data collection, and parent involvement.

In addition to this, in the District Strategic Plan, one of our actions is to create an environment that fosters respect, caring, and a teamwork approach to solving problems. To execute this initiative, MPS has chosen the Multi-Tier Systems of Support that is School-Wide. We have entered a partnership with our local ISD and the Michigan's Integrated Behavior and Learning Support Initiative-MiBLSi. The project is designed to help our school develop school-wide support systems in reading, math, and behavior. The MTSS framework will provide our students with the best opportunities to succeed academically and behaviorally in school. The focus is on providing high quality instruction and interventions matched to student need, and on monitoring progress frequently to make decisions about changes in instruction and goals. We will analyze the data to determine appropriate resources to improve student achievement and to support the implementation of effective practices by teachers and staff. MPS is committed to implementing this initiative and look forward to showing our success.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Nelson Elementary is has implemented a Parent Challenge Program to help increase parental involvement in the school. Parents have a "punch card" that can get "punched" every time they come to the school for an event, conference, field trip, or to just check on the child. When 10 punches are accumulated, the parent receives a Nelson Big Reds t-shirt. In less than 6 months of implementation, over 20 parents have received a t-shirt.

BIG REDS Believe in Greatness

Citizens of Muskegon have a long tradition of BIG RED pride and have always been concerned about the education of their children, and they have taken pride in providing fine schools for them. Muskegon Public Schools' instructional philosophy is student centered. We believe students learn best when they are actively engaged in their own learning. MPS strives to provide "The Best for Every Child, Every Day".

Muskegon Public Schools has partnered with the MAISD to implement the MTSS, which is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. The focus is on providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices. Nelson staff looks forward to report our future success with the community.

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes	Muskegon Public Schools has adopted a district wide evaluation system for teachers and administrators. We will use the 5 Dimensions of Evaluation. The rubrics for this process is attached.	5 Dimensions of Evaluation

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes	Muskegon Public Schools will be using the School ADvance: Administrator Evaluation System.	School Advance Principal Formative Rubric School Advance Principal Summative Rubric

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes	Both signatures are uploaded to the Operational Flexibility.	Nelson Signature pages

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes	Both signature pages are uploaded here (same as previous upload).	Addendum page

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	This information should be uploaded on the quarterly board report.	

Redesign Plan

Nelson Elementary School

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes	This was also uploaded previously.	Nelson Assurance Signature page

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Jon Felske, Superintendent	jfelske@mpsk12.net
Cheri Millisor, Curriculum Director	cmilliso@mpsk12.net
Pam Varga, MAISD Turnaround Specialist	pvarga@muskegonisd.org
James Morse, MSU consultant	morsej@msu.edu
Janelle Duffey, Principal	jduffey@mpsk12.net
Kelly Baldwin, Assistant Principal	kbaldwin@mpsk12.net
Amy Brewer, Teacher Consultant	abrewer@mpsk12.net
Kara Witham, Teacher	kwitham@mpsk12.net
Katie Baglien, Teacher	kbaglien@mpsk12.net
Amanda Norkus, Teacher	anorkus@mpsk12.net
Diane Collins, Teacher	dcollins@mpsk12.net
Megan Kolberg, Teacher	mkolberg@mpsk12.net
Lisa Mencer, Teacher	lmencer@mpsk12.net
Cindy Larson, Board Member	cjl Larson04@frontier.com
Cecilia Castenada, Parent	231-343-6298
Shelly Hammond, Nelson Instructional Coach	shammond@mpsk12.net
Jerry Johnson, District Data Coach	jjohnson@mpsk12.net
Okeelah McBride, Moon Elementary Principal	omcbride@mpsk12.net
Sally Purchase, MHS Teacher	spurchase@mpsk12.net
Thomas Lowe, Special Education Director	tlowe@mpsk12.net
Mary Scott, MMS Instructional Coach	mscott@mpsk12.net
Camille Gabris, Federal and State Grants	cgabris@mpsk12.net
Alecia Hoppa, MAISD Turnaround Specialist	ahoppa@muskegonisd.org
Lynn Batchelder, MAISD Turnaround Specialist	lbatchel@muskegonisd.org

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

By completing the Data Dialogue protocol, the Nelson Redesign Team determined that "Solid Tier 1 Core Instruction" and "Climate and Culture" are the two big ideas that will change teaching and learning in ways that will promote student growth in our school.

Solid Tier 1 Core Instruction and Climate and Culture were selected as big ideas as a result of the data analyzed from MEAP results, common district assessment results, and office discipline referrals. In all content areas, it was evident that there were no significant achievement gaps between subgroups. After writing narrative statements for the data in each goal areas, common needs were identified. Action will be taken to include literacy instruction in all content areas, address academic vocabulary across all content areas, develop professional learning communities, identify learning targets to share the purpose of the lesson and to link it to formative assessment, and improve student behavior. These action areas will be the focus of professional learning for the staff at Nelson. These actions will be monitored through administrative - and observation, and peer observation and measured by student achievement data and a reduction in office discipline referrals.

State what data were used to identify these ideas

The Nelson School Reform Team began their examination of the causes of their school's Priority status through the use of Data Dialogue protocol. For this purpose of this plan, we again analyzed the data from MEAP results, common district assessment results, and office behavior referral data which was completed to create the 2014-15 School Improvement Plan. Review of the data by subject, grade level, and subgroup reveal a need to address Tier 1 instruction across all subject areas, for all grade level, and all sub-groups. This led us to the Big Ideas of "Teaching and Learning" and "Climate and Culture".

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

Janelle Duffey was assigned to be the principal at Nelson Elementary School for the 2013-2014 school year. Prior to taking on this role, Janelle was the Academic Interventionist at Nelson where her main focus was to provide instructional support to the teachers and interventionists through modeling and professional development. She also ensured that students received appropriate math and reading interventions based on their performance data which she also administered and coordinated. Janelle emerged early as a teacher-leader during the 14 years she worked in the district as a certified elementary and middle school special education teacher. Her expertise and natural ability to forge relationships not only with students, but also with staff, made her their clear choice when the need for a new administrator was announced. Her drive to provide students with the best educational opportunities only strengthened once she officially took on the charge of instructional leader. Although her tenure has been short, she has already implemented several positive changes such as our district restructuring committee and creating a parent challenge, which positively increases parent/ school relationships. Furthermore, she created a committed team of teachers that work together to increase student achievement.

Janelle identified early wins and big payoffs in her previous roles at Muskegon Public by being a key part of the restructuring committee four years ago. Some of her ideas lead to the reconfiguration of the grade levels, this saved the district money as well as increasing instructional time for sixth grade students.

As chair of the district restructuring committee she was able to break organizational norms, by having a distinct ability to think outside the box to add core learning time and maximize fiscal resources. She has championed the district policy change in reducing the amount of over identification of special education students. She led the reevaluation of all special education students in the district which resulted in a reduction of 8% of special education down from 24% to 16%.

Janelle also acted quickly and in a fast cycle, while chairing the district restructuring committee, over a time frame of 7 months, data gathering and discussion resulted in the closing of of the district buildings which saved the district over \$3M. Janelle is also continuing to do this by, implementing the many of the Priority School's Requirements immediately.

Janelle collects and analyzes data by meeting weekly with the instructional coach and determine what interventions will needed to be implemented or changed. MEAP data is analyzed by conducting the data dialogue protocol with the leadership team. Our team will implement 3 week progress monitoring to determine further instructional and intervention needs.

Janelle galvanized staff around big ideas, by using data driven decision data on student academic performance which led staff to see the changes in instructional practice that positively affected student achievement.

Indicator 1b: Build Leadership Capacity

Cheri Milliser, Muskegon Public Schools Director of Curriculum and Instruction, has been identified to be the district level contact and support
SY 2014-2015

person for Nelson School. Cheri is working closely with Mrs. Duffey and the building leadership team to identify and analyze data, identify teaching and learning priorities, and develop and implement the Reform/Redesign Plan. Cheri is also collaborating with the building leadership team to provide supports for developing leadership turnaround competencies. For example, Cheri facilitated a series of district level team meetings guiding discussion around specific actions that are needed to improve student achievement quickly and consequently providing information and resources for the team to make decisions around use of resources to begin implementing those changes (i.e. acting as a resource for the leadership team to make decisions about use of Title I and Title II funds, including Title I Set-aside in direct support of the Redesign Plan).

This school year, the district has implemented an online student assessment system that provides immediate achievement and progress monitoring data for school leadership and staff, and has provided targeted professional learning for Nelson staff on analyzing the data to guide instructional decisions. In addition, the superintendent, Jon Fleski, has participated in a majority of the meetings and conversations in the process of identifying teaching and learning priorities and development of the redesign plan.

The principal as well as the instructional coach are receiving leadership training with Nancy Colflesh quarterly. This professional learning focuses on improving leaders' ability to engage in production professional conversations with staff to improve teaching and learning. Another focus of the learning is creating an "Accountable Learning Community." This training incorporates the "turnaround capacities" of breaking organizational norms, acting quickly in a fast cycle, collecting and using data, and galvanizing staff around big ideas to promote rapid growth in student achievement.

Nelson administration and all Nelson teachers will receive PLC training through Solution Tree. This training will be used to support the staff as they begin their work with PLCs. This district initiative will continue to support Janelle and the whole Nelson staff with training in Professional Learning Communities in the summer of 2015. This is something very different than the rest of the district has been required to attend in the past. The use of quality PLC's will improve the level of collaboration to improve Tier 1 instruction, learning, and assessment and the culture and climate of our school.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

Muskegon Public Schools administration and union members worked cooperatively to review the 5D+ Evaluation System adopted to ensure its effectiveness for Muskegon Public Schools. The team consisted of members from Central Office, administration, and teachers. The new performance assessment tool is currently in use district wide and assesses the areas of Purpose: setting a clear, meaningful course for student learning, Student Engagement: encouraging substantive, intellectual thinking, Curriculum and Pedagogy: ensuring that instruction challenges and supports all students, Assessment for Student Learning: using ongoing assessment to shape and individualize instruction, and Classroom Environment and Culture: creating classrooms that maximize opportunities for learning and engagement. For the 2014-2015 school year, the areas of Purpose, Classroom Environment and Culture, and Professional Collaboration and Communication have been adopted as a district-wide focus. Although the three areas listed above are the main focus for this year, the other areas will be addressed in the final year-end evaluations.

At the start of each school year, all teachers create a growth plan through the online evaluation system of 5D+ called PIVOT. Teachers are expected to complete goals based on the focused dimensions as well as a student growth goal. The growth plan is reviewed by the building administrator and used for documentation of the student growth goal, as well as performance goals. A summative evaluation will be completed at the end of each school year for all teachers. It will be based on frequent classroom walkthroughs and formal observations. Student growth will be determined by a full year's academic growth using the Student Growth Goals from the NWEA MAP standardized test in the areas of reading and math. 75% of the final teacher evaluation is based on performance and 25% of the teacher evaluation will be based on academic growth, comprised of 20% NWEA student achievement and 5% state assessment achievement. During the 2015-16 school year, 50% of the final teacher evaluation will be based on performance and 50% of the teacher evaluation will be based on student achievement.

District-wide administrative evaluations will be conducted through the use of a newly adopted evaluation tool, School Advance. This evaluation tool was adopted by the Superintendent in collaboration with Director of Curriculum and Instruction after considering the four approved options offered by the State of Michigan. The Superintendent then collaborated with administration in other local districts to determine that School Advance would be the best fit for our district. Central Office Personnel is responsible for evaluating building administrators along with establishing and evaluating the leaders' progress toward professional goals. School Advance evaluates in five areas: Results: improved student achievement, improved teacher performance, achievement gap reduction, and overall school performance; Leadership: vision for learning and achievement factors and leadership behavior factors; Process: community building factors and evidence based and data informed decision making factors; Programs: high fidelity and reliability instructional program factors and safe, effective, efficient school operations factors; and Systems: technology integration and competence factors and human capacity factors. 75% of the final administrator evaluation is based on performance and 25% of the administrator evaluation will be based on academic growth, comprised of 20% NWEA student achievement and 5% state assessment achievement. During the 2015-16 school year, 50% of the final administrator evaluation is based on performance and 50% of the administrator evaluation will be based on academic growth.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

The strategies that will be used to identify and reward school leaders, teachers, and other staff members will be based on student achievement and implementing the instructional program.

Individual rewards of \$500 will be given each semester for classroom teachers whose entire class that have attended 90% of school days have made a ½ years growth each semester. If both semesters show a 1 years growth, then an additional \$500 reward will be given.

Team rewards will be given to staff members who work 19 or more hours per week, including building leaders, and work directly with students. They will receive a \$500 reward if all students that have attended 90% of school days achieve the growth goal at the end of the year.

Student achievement will be measured by the achievement of the NWEA-MAP growth goal in math and reading because this is used as the

Benchmark Assessment 3x a year in grades K-6.

Staff will also have the opportunity to receive monthly awards for implementing instructional programs with fidelity. An example of this would include requirements for implementing Academic Vocabulary. Criteria could include teachers that posted and taught weekly vocabulary words, provided evidence of using Marzano's strategies through student work in vocabulary notebook that will be shared during principal walk throughs, and provided results of weekly vocabulary formative assessments would qualify for a monthly award. The awards that teachers could receive include a "Rockstar Teacher Trophy", extra planning period, and/or lunch from the principal.

Teachers will have the opportunity to opt out of teaching at the priority school and be transferred to another school. If a teacher elects to be moved out of the building, then he/she must indicate those intentions by 4:00 on Friday, December 12, 2014.

Those that elect to remain in the building must remain at the effective or highly effective status. If a teacher is rated minimally effective or ineffective from the 5 Dimensions of Evaluation for 2 consecutive years, he/she will be removed from the priority school prior to the start of the 3rd year. Tenured teachers will be transferred to another building. Probationary teachers will be dismissed if minimally or ineffective. The priority will grandfather in the 2013-14 final evaluations as year one. For example, if a teacher was rated ineffective or minimally effective in the final evaluation of 2013-14 and 2014-15, he/she will be removed from the Priority building.

To support individual teachers that are not effectively implementing instructional programs based on administrator observations, the principal will offer support and resources in identified areas. When meeting with teachers after an observation or walk through, the teacher and principal determine what steps will be taken next for improvement. The principal will then conduct another informal observation and determine what resources, if necessary, are needed for further improvement. Here are some examples of what could be offered to our teachers. Our academic interventionist can provide PD, modeling, and co-teaching for curriculum programs. Rita Reimbold will provide further PD, modeling, and observing with feedback in the areas of academic vocabulary and working with the Common Core State Standards. Deanna Holman, from the MAISD will provide further PD on PBIS and CHAMPS for teachers that are having a difficult time with classroom management. She can also model the strategies that teachers have been trained in. Teachers also work in teams. Teacher teams are strategically placed together based on strengths, compatibility, and teacher input. By putting strong teacher teams together, they can provide feedback and support to each other as needed.

The school leaders must also remain effective or highly effective according to the School ADvance administration evaluation. If the school leader is rated ineffective or minimally effective, he/she will be reassigned or dismissed.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

Teacher needs for professional learning were determined by administering the Surveys of Enacted Curriculum and by analyzing the results with all staff and administration under the guidance of our MAISD School Improvement and MTSS Specialist/Intervention Specialist. Nelson's ongoing professional learning for teachers focuses on our Big Ideas of solid Tier 1 instruction and behavior supports, as well as interventions.

Teacher skills in gathering data and collaboratively analyzing data to plan for the implementation of effective Tier 1 instruction will be built through training in

1) Professional Learning Communities from Solution Tree focusing on the process of developing true collaborative teams able to engage in inquiry based, teaching and learning assessment cycles.

To support the work done in PLCs, teachers will receive training in

1) administering and analyzing the data from AIMSweb benchmarking and progress monitoring assessments to monitor student progress and to focus on digging deeper into the needs of students whose progress is not meeting expectations; and

2) accessing and interpreting reports found on the MI-School Data website with the intention of examining and responding to individual-level student data and analyses designed with the school improvement process in mind.

Teacher capacity for solid Tier 1 instruction will be built through training in three instructional strategies:

1) unpacking the MI CCSS for ELA (2014-15) and Math (2015-2016) focusing on teacher understanding of the standards and the implications for effective Tier 1 instruction;

2) vocabulary instruction using Marzano's Academic Vocabulary focusing on direct vocabulary instruction using words from social studies and science content, as well as words that are generally only encountered in assessment situations; and

3) Thinking Maps for Comprehension Strategies focusing on using visual representation to organize thinking to improve comprehension of fiction and nonfiction texts.

Teacher knowledge of behavior instruction to improve Climate and Culture will be built through training in

1) the district-wide initiative of Positive Behavior Intervention Supports (PBIS) focusing on common understanding of all expectations and consistent implementation of all practices; and

2) the district-wide initiative of CHAMPS for classroom management focusing on developing clear expectations for students during each mode of instruction and consistently holding students accountable to those expectations.

Teacher ability to provide interventions to those students who are identified through the collaborative interpretation of data will be achieved by training teachers to

1) dig deeper into the math needs of identified students through the use of the ADD+VantageMR focusing on helping teachers to understand how children develop early numeracy, to learn about Math Recovery diagnostic assessments and how to use the assessment to make instructional choices that are appropriate for students' current understandings and to thoroughly assess math skills and address deficient skills in a developmentally appropriate manner;

2) use Lexia online for students in grades K-5 to engage and support students who are identified as needing reading support in the Extended Day Learning Program and the Big Red intervention block, and 3) use Achieve3000 online for students in grades 2-6 to engage and support students who are identified as needing reading support in the Extended Day Learning Program and the Big Red intervention block

Teachers are expected to use their professional learning and these expectations are expressed and detailed in weekly memos from the building principal. These expectations include 1) attending regular PLC meetings with an established agenda that includes data review and the planning of instruction in response to that data, 2) contributing their new knowledge in discussions at grade level team meetings, 3) showing use of the learning in lesson plans and in instruction. Teachers who demonstrate the need for additional support and/or learning will receive it from the Instructional Coach as embedded modeling, instructional modeling, co-planning, and collegial reflection. The Professional Learning sessions will be provided outside of the instructional day at staff meeting, district professional development afternoons, and afterschool session. Embedded professional development will take place among colleagues through opportunities to observe and respond to

peers regarding the instruction and response observed. The Instructional Coach will be available to model instruction for teachers as well as cover for teachers as they observe their colleagues. Teachers that need further professional learning in targeted areas will be allowed to collaborate, observe, and plan with teachers who excel in their area of need. In addition, colleagues who provided the professional development will have opportunities to observe and provide immediate feedback to the teacher in the targeted area. Moreover, teachers will meet weekly to dig deeper into students learning to resolve immediate issues from day to day practice.

The impact of the professional learning on student growth will be monitored regularly through data collection of student achievement, specifically from AIMSweb progress monitoring of math and reading every 3 weeks, assessments on vocabulary mastery, and office discipline referrals. Classroom observations and collegial conversation in PLCs will be monitored by the administrator and the Instructional Coach looking for evidence of clarity and understanding of the CCSS. Nelson staff will analyze and student data to drive instruction in the areas of reading, writing, and math. Professional Development will center around curriculum implementation, and data. All learning done in P.D's will be implemented in the classroom and monitored by peers, Instructional Coach and the Principal.. The school principal will conduct classroom observations and evaluate teachers using the 5 Dimension+ evaluation system.

The professional learning selected directly addresses the instructional programs that have been identified to increase student achievement through improved instruction and move Nelson school out of Priority status. The PLC training from Solution Tree will serve as a foundation for improved instruction as the PLCs will become the process through which teachers will further develop the learning received in all other professional learning sessions and closely analyze data to appropriately inform their instruction in the content areas, as well as in student behaviors. The AIMSweb and MISchool Data learning sessions will also support teachers in their ability to gather, analyze and use data to improve student achievement through targeted instruction. The instructional strategies that teachers are receiving training in unpacking the MI CCSS for ELA (2014-15) and Math (2015-2016), Marzano's Academic Vocabulary, and Thinking Maps for Comprehension Strategies will be beneficial in improving instruction in each content area instructional program (reading, math, science, social studies and writing) as the instructional strategies are focused around the expectations for learning, language, and comprehension - important factors in all content areas. The strategies are also beneficial when used in vocabulary instruction and behavior instruction. Continued learning in areas of Positive Behavior Intervention Supports and CHAMPS classroom management techniques will improve on-task learning time for students during reading, math science, social studies and writing, as well as vocabulary instruction and behavior instruction, and will increase a positive feeling of well-being for teachers. More time spent in productive learning will lead to increased student achievement throughout the school day in all instructional programs. Professional learning for ADD+VantageMR Math will complement the learning Nelson teachers will receive next year about unpacking and understanding the Math CCSS to help teachers diagnose specific learning needs and design appropriate math interventions for students who need the support. The training in the use of Lexia and Achieve3000 will help teachers to design engaging and adaptive interventions for those student who are identified for intervention. Knowing how to use these online programs for data collection, prescriptive interventions, and practice will allow teachers to teach one-on-one with students with high needs in reading, rotating time with other students are engaged in appropriate work and practice.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

5A: Based upon data dialogues, gap analysis, and completed needs assessment that Nelson Elementary School Leadership Team

completed late summer through early fall 2014 around student and staff learning gaps, schoolwide patterns, content areas, cultural proficiencies, and demographics, the district will recruit and retain staff with the skills necessary to meet the needs of our students. Student needs identified which are common based on minority and SES student populations include: vocabulary instruction, oral language development, and social skills and school behavior.

To recruit new teachers, the district will contact the Michigan Teacher Corps to receive applicants that have been highly trained to implement strategies to increase student achievement at Priority Schools. To assign teachers, the building School Leadership Team will actively recruit highly-effective teachers currently employed in the district that have the skills to meet the specific, identified student learning needs in all content areas at Nelson school. These teachers, recruited or assigned, will be highly effective in instructing students with significant instructional needs in any and all content areas, knows Michigan's standards, knows how to use data, collaborates with all staff, understands MTSS including PBIS, while closing achievement gaps, and teaching students to overcome challenging behaviors.

Strategies used to recruit or assign teachers include a reward package, PD opportunities beyond those offered to the district in general, and increased instructional support from the district, the building, and the MAISD. The building principal has the flexibility to design the staffing to meet the needs of the school. This may include restructuring support staff, and/or deploying new teachers or redeploying existing staff based on strengths that will most effectively meet the needs of all students.

These teachers, recruited or assigned, will be highly effective in instructing students with significant instructional needs in any and all content areas, closing achievement gaps, and teaching students to overcome challenging behaviors.

Strategies used to recruit or assign teachers include the reward package, PD opportunities beyond those offered to the district in general, and increased instructional support from the district, the building, and the MAISD. The building principal has the flexibility to design the staffing to meet the needs of the school. This may include restructuring support staff and/or assigning teachers based on strengths that will most effectively meet the needs of the students along with offering smaller class sizes such as no more than 20 students in K-3 and 25 students in 4-6.

5B: The strategies to retain staff with skills necessary to meet the needs of students include financial incentives for increased student achievement, PD opportunities beyond those offered to the district in general, working in a motivating and positive team environment, support from the instructional coach and interventionists, and specialized instructional materials and resources.

Individual rewards of \$500 will be given to classroom teachers for each semester that his or her students that have attended 90% of school days have made a ½ years growth in math and reading based on the NWEA MAP math and reading Student Growth Goals. If his or her students that have attended 90% of school days have made a 1+ years growth in the full year, an additional \$500 reward will be given.

Team rewards may be given to staff members who work 19 or more hours per week, including building leaders, and work directly with students. They will receive a \$500 reward if all students with whom they work directly and who have attended 90% of school days achieve the growth goal of 1+ years growth in math and reading at the end of the year based on the NWEA MAP math and reading Student Growth Goals.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

Nelson School created a Priority School Team consisting of a parent, Nelson Teachers representing each grade level K-6, the building Instructional Coach, the building Administrator, a district Special Education Teaching Consultant, and the district Director of Curriculum and Instruction. The team received support and guidance from the Muskegon Area Intermediate School District School Improvement/MTSS/Priority Schools Consultants. This team has determined the Instructional Program to be implemented to significantly increase student achievement at Nelson School

This team began meeting in August, before the start of the 2014-15 school year, to review the data analysis of MEAP results, common district assessment results, and office behavior referral data which was completed to create the 2014-15 School Improvement Plan. Review of the data by subject, grade level, and subgroup reveal a need to address Tier 1 instruction across all subject areas, for all grade level, and all sub-groups.

The data lead to the conclusion that the priority school designation was not caused by any constituent group within subject area, grade level, or subgroup. The School Leadership Team conclusively established that based on data, high-quality Tier 1 instruction is lacking and is the primary cause for the priority school designation. As a result, Tier 1 instructional programs will be addressed in priority order of Reading, Math, then Science.

The underlying causes of low student performance are widely present across low-performing groups and are identified and prioritized as 1) loss of learning time due to inappropriate behaviors, 2) lack of common curriculum and effective instructional methods in Tier 1 instruction, 3) weak student academic vocabulary, and 4) ineffective or non-existent use of learning targets.

Based on the Nelson Priority team's understanding of its Priority School designation, analysis of disaggregated data, and the identification and prioritization of the underlying causes of low student performance Nelson School has developed a three-year plan to improve instruction as outlined below:

In the second half of 2014-15 and in our first year, 2015-16, 1) Positive Behavior Intervention Support Systems will continue to be implemented with increased focus on use of CHAMPS in the classroom and a higher priority placed on fidelity, 2) a new instructional reading program, MAISA Reading Units, will be initiated through professional learning, and implemented. 3) Marzano's system for building academic
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vocabulary will be initiated through professional learning and implemented, 3) professional development will be provided to begin Professional Learning Communities whose focus will be on collaboration, data gathering, analysis, and response. Teachers will use a variety of instructional methods such as critical thinking skills, guided reading with leveled books, vocabulary games, thinking maps, technology (Reading A to Z), consumable materials and text coding activities to increase Tier I, Tier II and Tier III students' engagement in literacy.

In 2016-17, all activities from 2014-16 will be continued. Additionally, MAISA Math Units will be initiated through professional learning in the area of math learning progressions and implemented, 3) Math Recovery for Kindergarten through 2nd will be initiated through professional learning, and implemented. Options for a new CCSS aligned Science instructional program will be explored with assistance from the Director of Curriculum.

In 2017-18, all activities from 2014-17 will be continued. Additionally, the Science instructional program selected in 2016-17 will be initiated through professional learning and implemented, and fidelity to the Write from the Beginning and Beyond and MAISA Social Studies Units will be emphasized.

The Positive Behavior Intervention Supports and CHAMPS programs addresses the Big Idea of Culture and Climate, as well as Teaching and Learning and is already being implemented. Specific teaching and learning strategies within this program include direct and explicit instruction in behavior expectations, acknowledgement of positive behaviors at a 4:1 ratio of negative behavior acknowledgement, individual, small group, and whole group rewards for appropriate behavior, a progressive discipline office behavior referral system, and a data collection system to identify students with Tier 2 and Tier 3 behavior intervention needs. Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J., (in press). A Randomized Control Trial of School-wide Positive Behavior Support (SWPBIS) in Elementary Schools. *Journal of Positive Behavior Interventions*. This paper documents that typical state agents were successful in implementing SWPBIS practices, and that these practices were experimentally linked to improved perception of school safety, with preliminary support that implementation was associated with improved proportion of students at 3rd grade who met the state reading standard. Bradshaw, C., Mitchell, M., & Leaf, P. (in press). Examining the effects of school-wide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions*. This randomized control trial documents experimentally that implementation of SWPBIS was related to (a) high fidelity of implementation, (b) reduction in office discipline referrals, (c) reduction in suspensions, and (d) improved fifth grade academic performance.

The MAISA Reading Units instructional program addresses the Big Idea of Teaching and Learning and its implementation began in September of 2014. Specific teaching and learning strategies within this program include a workshop model which includes in its structure the explicit naming of the learning target/teaching point, whole group direct and explicit instruction in reading strategies, student engagement, independent practice, partner talk, one-to-one and small group conferring and instruction for guided practice, and student self-reflection on learning. The MAISA Reading Units are fully aligned with career and college ready standards and have defined teaching points for each lesson which combine to address those standards. The units are created to be vertically aligned with each year of skills building upon the instruction provided in previous years. Within each lesson, instruction is differentiated by the teacher to address the specific needs of the students in his or her classroom. The MAISA Reading Units curriculum was based on research of the seven steps of curriculum mapping (From Mapping the Big Picture: Integrating Curriculum and Assessment K-12 (pp. 8-16), by H. H. Jacobs, 1997). Each highlight lesson has been written using Thinking through a Lesson Protocol (TTLP), a research-based tool to help teachers prepare for lesson enactment (Smith, M.S., Bill, V., & Hughes, E.K. (2008). Authors used a specific curriculum management tool to create the curriculum. This tool can be found at <http://www.rubicon.com>. The curriculum is based on Common Core standards for ELA. The Reading lessons focus on Readers Workshop. Training, and then embedded professional development, for this instructional program began in September 2014 and will continue through 2016-17. Resources needed include the units themselves available at no cost at <http://gomaisa-public.rubiconatlas.org/Atlas/Public/View/Default>, training in the effective implementation of the units, mentor texts identified in the units, level classroom libraries,

and consumables such as sticky notes, chart paper and chart stands, markers, student book boxes, teacher created Readers Notebooks, and other printed documents that are available online or can be teacher created. The staff responsible for implementing this instruction program will be the classroom teachers with the support of the Nelson Instructional Coach, and the Building Administrator, with support from the district Director of Curriculum and Instruction and the ELA consultant at the MAISD.

The Marzano: Building Academic Vocabulary instructional program address the Big Idea of Teaching and Learning and training and implementation will begin in the second half of 2014-15. Specific teaching and learning strategies in this program include construction of knowledge through examples and non-examples, visual representations, self-assessment of learning, categorizing, student engagement in partner and small group talk, and restating in the student's own words. This program is aligned with career and college readiness standards within the content areas of English Language Arts and Math, as well as state standards in Science and Social Studies. Vertical alignment is determined by a scope and sequence of appropriate vocabulary words that will be identified by the Curriculum Director. Stahl and Fairbanks (1986) found that vocabulary instruction and knowledge of word meanings generally help growth in reading comprehension. A mean effect size of 0.97 indicated that students who experienced vocabulary instruction had major improvements in reading comprehension of passages containing taught words; there was also an effect size of $d=0.30$ for global measures of comprehension. The most effective vocabulary teaching methods included providing both definition and contextual information, involved students in deeper processing, and gave students more than one or two exposures to the words they were to learn. Training in the use of this direct vocabulary instruction method will begin in 2014-15 and will be ongoing as embedded professional development. Resources needed include teacher manuals, word lists, and student workbooks or notebooks, common district vocabulary assessments. The staff responsible for implementing this instruction program will be the classroom teachers with the support of the Nelson Instructional Coach, and the Building Administrator, with support from the district Director of Curriculum and Instruction and ELA consultant at the MAISD.

The MAISA Math Units instructional program addresses the Big Idea of Teaching and Learning. Specific teaching and learning strategies within this program include a workshop model which includes in its structure the explicit naming of the learning target/teaching point, whole group direct and explicit instruction in reading strategies, student engagement, independent practice, partner talk, one-to-one and small group conferring and instruction for guided practice, and student self-reflection on learning. The MAISA Reading Units are fully aligned with career and college ready standards and defines teaching points for each lesson which combine to address those standards. The units are created to be vertically aligned with each year of skills building upon the instruction provided in previous years. Within each lesson, instruction is differentiated by the teacher to address the specific needs of the students in his or her classroom. The MAISA Math Unit curriculum was created through seven steps of curriculum mapping (From Mapping the Big Picture: Integrating Curriculum and Assessment K-12 (pp. 8-16), by H. H. Jacobs, 1997). Each highlight lesson has been written using Thinking through a Lesson Protocol (TTLP), a research-based tool to help teachers prepare for lesson enactment (Smith, M.S., Bill, V., & Hughes, E.K. (2008). Thinking through a lesson: Successfully implementing high-level tasks. *Mathematics Teaching in the Middle School*, 14, 132-138.) Authors used a specific curriculum management tool to create the curriculum. This tool can be found at <http://www.rubicon.com>. The curriculum is based on Common Core standards for Math. Training, and then embedded professional development, for this instructional program will begin in September 2015 and will continue through 2016-17. Resources needed include the units themselves available at no cost at <http://gomaisa-public.rubiconatlas.org/Atlas/Public/View/Default>, training in the effective implementation of the units, published literature identified in the units, online resources identified in the units, hands-on manipulatives identified in the units, teacher created games, and other printed documents that are available online or can be teacher created. The staff responsible for implementing this instruction program will be the classroom teachers with the support of the Nelson Instructional Coach, and the Building Administrator, with support from the district Director of Curriculum and Instruction and Math consultant at the MAISD.

Options for a Science instructional program will be explored and identified in 2016-17. It will address the Teaching and Learning Big Idea and will make use of research based specific teaching and learning strategies. The program will be in alignment with career and college ready standards and will be vertically aligned. An appropriate timeline for professional development and implementation well as resource

identification will be developed upon selection of the program. The staff responsible for implementing this instruction program will be the classroom teachers with the support of the Nelson Instructional Coach, and the Building Administrator, with support from the district Director of Curriculum and Instruction and Science consultant at the MAISD.

The Writing instructional program is Write from the Beginning and Beyond (WFTBB) which addresses the Big Idea of Teaching and Learning. Specific teaching and learning strategies within this program include visual representations for organizing thinking, using instructional routines, direct instruction of the writing process including planning, drafting, revising and editing, gradual release of responsibility, whole group, one-to-one and small group instruction. The WFTBB instructional program is fully aligned with college and career readiness standards. The units of writing instruction are created to be vertically aligned with each year of skills building upon the instruction provided in previous years. Within each lesson, instruction is differentiated by the teacher to address the specific needs of the students in his or her classroom. The National Reading Panel [NICHD, 2000], Student Success with Thinking Maps, edited by David Hyerle. Research Cited: Jang (2010) reported an evaluation of a collaborative concept-mapping technique in fourth-grade classes in Taiwan. Training has already taken place for this instructional program and embedded professional development will continue to occur. Resources needed include ongoing embedded professional development, teacher manuals, published literature and online resource identified in the teachers manual, writers notebooks, colored pencils, folders, and teacher created anchor charts. The staff responsible for implementing this instruction program will be the classroom teachers with the support of the Nelson Instructional Coach, and the Building Administrator, with support from the district Director of Curriculum and Instruction and the Thinking Maps consultant.

The MAISA Social Studies Units instructional program addresses the Big Idea of Teaching and Learning. Specific teaching and learning strategies within this program include the explicit naming of the learning target/teaching point, whole group direct and explicit instruction, student engagement, independent practice, partner talk, one-to-one and small group conferring and instruction for guided practice, and student self-reflection on learning. The MAISA Social Studies Units are fully aligned with career and college ready standards and defined teaching points for each lesson which combine to address those standards. The units are created to be vertically aligned with each year of skills building upon the instruction provided in previous years. Within each lesson, instruction is differentiated by the teacher to address the specific needs of the students in his or her classroom. The MAISA Social Studies Units curriculum was based on research of the seven steps of curriculum mapping (From Mapping the Big Picture: Integrating Curriculum and Assessment K-12 (pp. 8-16), by H. H. Jacobs, 1997). Each highlight lesson has been written using Thinking through a Lesson Protocol (TTLP), a research-based tool to help teachers prepare for lesson enactment (Smith, M.S., Bill, V., & Hughes, E.K. (2008). Authors used a specific curriculum management tool to create the curriculum. This tool can be found at <http://www.rubicon.com>. The curriculum is based on state standards for Social Studies. Embedded professional development will continue to occur. Resources needed include the units themselves available at no cost at <http://gomaisa-public.rubiconatlas.org/Atlas/Public/View/Default>, training in the effective implementation of the units, mentor texts identified in the units, consumables such as sticky notes, chart paper and chart stands, markers, online resources identified in the units, and other printed documents that are available online or can be teacher created. The staff responsible for implementing this instruction program will be the classroom teachers with the support of the Nelson Instructional Coach, and the Building Administrator, with support from the district Director of Curriculum and Instruction and the Social Studies consultant at the MAISD.

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact

Nelson school will implement weekly building-wide Professional Learning Communities. Teachers will use data from the state standardized assessments, Reading, Language Use, and Math MAP data, formative assessments, progress monitoring interim assessments, and common district assessments, to plan for instruction. Analyzed data is used to improve our tier 1 instruction, determine tier 2 and tier 3 interventions, and guide our professional development.

During our PLC meetings, teachers will look at classroom and individual data. They will analyze the data, use peer coaching noting classes who may be performing better in given areas of instruction/learning. Teachers whose students are not doing as well in the given area will work with the teacher whose students are doing well, discussing the teaching strategies that are working. Together, the teachers will determine ways in which the teacher whose students need extra help can change instruction to improve student learning. This will happen by observing the teacher whose student data shows growth and bringing that teacher's strategies into their own practice. During PLCs, teachers will discuss students' misconceptions, individual progress, etc. to develop strategies to aid in their learning.

As data is analyzed in PLCs, students identified as at-risk and need interventions receive ongoing progress monitoring for two important reasons: 1) to ensure that the intervention is effective and 2) once the student shows the achievement growth the student is exited from the intervention to allow a student in need to receive the intervention. Teachers, Academic Interventionists, and Principal analyze the achievement data of their students, along with anecdotal notes, and student work samples. Additionally, Early Based Literacy Interventions will be implemented and data analysis will occur in conjunction with a study support by the University of Michigan regarding the effectiveness of these interventions. This provides information for staff to identify students who are experiencing difficulty with learning to implement appropriate intervention strategies for students in a timely manner. In the case a teacher determines there is a need to meet before the monthly meeting to discuss an academic concern of a student an earlier meeting date is set by the teacher, principal and Academic Interventionist. Students are identified for intervention in the content areas as described below to determine appropriate differentiated instruction:

In READING students in grades K-6 are assessed using the NWEA Reading MAP. Students more than 1 year below grade level norms in reading are identified to receive intervention by the Intervention Paraprofessional because he/she are specifically trained to implement the Leveled Literacy Intervention program. There is ongoing monitoring embedded within the intervention programs of Level Literacy Intervention. AIMSweb reading progress monitoring will be used weekly for our lowest achieving students, bi-weekly for students approaching expectations and monthly for students at or above expectations to determine changes in needs for interventions between the three-time yearly MAP assessment.

In MATH students in grades K-6 are assessed using the NWEA Math MAP. Students more than 1 year below grade level norms in math are identified to receive intervention by the Intervention Paraprofessional because he/she are specifically trained to implement the Add+VantageMR program. There is ongoing monitoring embedded within the Add+VantageMR program. AIMSweb math progress monitoring will be used weekly for our lowest achieving students, bi-weekly for students approaching expectations and monthly for students at or above expectations to determine changes in needs for interventions between the three-time yearly MAP assessment.

Each day a dedicated block of time is devoted to Reading and Math remediation, practice, and enrichment based on the needs that are identified as listed above. This Big Red Time occurs Monday through Thursday, for each grade level K-6th, in which $\frac{1}{2}$ hr is focused on reading and $\frac{1}{2}$ hr on math. Using the data stated above each grade level is broken down into five ability groups. The resource room teacher takes the lowest-performing students. The two interventionists take the top 12 (6 each) for enrichment. The remaining two classroom teachers split the middle students for focused interventions. The interventions and enrichment experiences are based on the needs of students as determined by assessments.

In WRITING students in grades K-6 are given a writing prompt and identified for intervention if they receive a rubric score of 3 or below. Interventions occur in 1:1 conferences and small group instruction during independent writing time.

In SCIENCE and SOCIAL STUDIES students in grades K-6 are identified by their reading ability and receive intervention by the Paraprofessional using Thinking Maps to support literacy comprehension with non-fiction content and vocabulary building.

In VOCABULARY in grade K-6, data will be collected weekly from content area vocabulary assessments and analyzed to identify students who need further support or extension in vocabulary. Students who do not demonstrate proficiency on weekly assessments will receive additional support in vocabulary by the Paraprofessional using Thinking Maps.

BEHAVIOR data will be collected using the School Wide Information System (SWIS) on office discipline referrals and will be analyzed at PLCs. Students will be identified for behavioral interventions when their referrals fall into the Tier 2 or 3 range. Students identified as Tier 3 will receive Functional Behavior Assessments by the Dean of Students and or the Social Worker and Tier 2 students will receive Check-In / Check-Out support. The SWIS data will also be used to identify classroom teachers with a high proportion of Office Discipline Referrals. The teachers will receive support from the district and MAISD CHAMPS coaches in classroom management through the CHAMPS system.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

8A: The instructional day at Nelson School is currently 8:30-3:45 with a 40 minute lunch. To increase time for instruction in the core subjects of reading, math, writing, science, and social studies, the instructional day will be extended by one hour, one day per week. This hour will be used for an additional ability grouping instructional time focusing on targeted instruction in math (30 minutes) and reading (30 minutes). This model will provide additional Big Reds Time, which is the name of Nelson's dedicated intervention/enrichment instructional time. Big Reds Time model is already in place during the school day four days per week. This time is a dedicated instructional time to offer certain access to the reading and math curriculum for all students needing remediation, practice, or enrichment. The need for remediation, practice, or enrichment is based on error analysis of reading and writing assessments and students are grouped by like instructional need. The instructional/assessment cycle is three weeks long and students are regrouped as necessary at the end of each three weeks. This additional core instruction/intervention time will add 36 hours of focused, targeted instruction in our first focus areas of reading and math. This additional instructional time will support increased achievement by including all students; students who are the farthest from achieving grade level expectations will receive instruction targeted toward catch-up growth in their area(s) of need, while students who are meeting or exceeding grade level expectations will also receive instruction targeted toward a greater depth of knowledge of the expectations.

8B: In addition to current core instruction, academic interventions, and specials programming in art, music, physical education, and technology, the 21st Century afterschool program will offer opportunities for enrichment in academics, arts, and recreational activities. Students participating in the 21st Century program from 3:45 until 6:00 four days per week. During that time, students receive supports for academics and enrichment, and are provided a meal in a safe environment. Staff in the 21st Century program communicated regularly with classroom staff to coordinate teaching and learning targets to ensure academic activities are aligned with classroom teaching and are supporting learning needs of students. Students receive 6 hours per week of instruction and enrichment totalling approximately 216 hours of additional instructional time for the school year.

In the winter of 2015, the Boys and Girls Club will also be established within the building to offer academic, art and recreational programming for five hours, four days per week, for a total of 20 additional instructional hours per week after school. This will lead to increased academic achievement as students receive repeated instruction in varied settings that support the grade level expectations for the core areas, as well as social skills and behavior. This is intended to be a year-round program so instructional and enrichment support can continue through the SY 2014-2015

summer months as well. Students could receive up to 720 additional hours of academic support.

In addition to the extended programming described above, Nelson staff are providing additional instructional time after school 2 days per week for one hour per session focusing on students who are identified as achieving in the lowest 30% of ranking school wide. This support would provide up to 72 additional hours of instruction and enrichment.

8C: The district's plan for increasing time for professional learning, supported and planned in collaboration with Nelson building administration, will occur as:

14 2-hour sessions outside of the school day and outside of district-wide professional development to unpack the state Career and College Ready Standards;

two full-days (12 hours total) outside of the school day and outside of district-wide professional development, as well as being included in two full-days of embedded coaching to learn about using Thinking Maps to increase reading comprehension;

four days outside of the school day and outside of district-wide professional development for gaining information about implementing professional learning communities.

These three plans for increasing professional learning time will lead to increased student achievement because increased teacher capacity and efficacy will result in more focused, quality instruction that is reflective of student needs as indicated by student assessment data.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

.The strategies that we use to engage families in "Solid Tier 1 instruction" and "Climate and Culture" include monthly "Parent Night Out", monthly newsletters that include resources from the MDE Parent Toolkit, and weekly updates and resources on our Nelson Facebook page.

Nelson's Parent Night Out activities are designed to give parents hands on opportunities to embrace the curriculum and instruction along with the Positive Behavior Intervention Supports that their children receive. The topics include "Behavior Expectations and How Parents Can Help", "Numbers are Fun", " Writing Celebrations", "Technology is a Cool Tool for Learning", How to Talk so Kids will Listen and Listen so Kids will Talk", and "Reading with Kids (Interactive Read-Aloud)". During these activity nights childcare, food, and prizes are offered to help get more parents involved. These are also offered at different times throughout the day/night to accommodate a variety of parent schedules.

The principal sends out monthly newsletters that contain resources from the MDE Parent Toolkit. Some of the topics that have been shared so far include "CCSS,What is Your Child Learning", "The Benefits of Parent Engagement", and "Getting Connected at Home".

Nelson also uses social media to keep parents up to date with school activities along with providing resources to help with their children such as, "7 Questions to ask Your Child's Teacher at Conferences", and "64 Positive Things to Say to Kids".

The Nelson community is becoming more involved than ever. The principal attended the Nelson Neighborhood Association Meeting in September and explained the Priority status of Nelson in order to enlist the community members. This group now holds their monthly meetings at Nelson Elementary. Within this group we have a community officer, 4 neighborhood churches, and a few members from our local business. Community members were asked to adopt classrooms to provide supplies supplement curriculum and help improve Climate and Culture. Some of the members have joined a reading buddies program in our school. Volunteers come in three days a week to read one on one with students. Teachers have the choice to have Tier 3 students read with a volunteer, or they use it as a reward for students that show BIG REDS behavior. A local business employer is helping our 6th grade students open a school store. He takes them through the

interview process, shows how to take inventory, collect money, make receipts, and provide quality customer service.

To make sure Nelson parents and community members are kept up to date with the reform efforts, the following will take place. Each month, at the PTO meeting and Nelson Neighborhood meeting, the principal will give highlights of the reform process on PD, new programs, and extended day learning. Parents will also be notified in our monthly newsletter about our reform efforts. Time will be scheduled 1/2 hour before some of our Parent Night Out to discuss updates that are occurring. At the end of each session, parents will be given a question/answer session for further clarification.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate. Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

The building administrator and the Nelson Priority Leadership Team will determine the Title I budget, based on the building's Comprehensive Needs Assessment. The district will provide the total allocation. The priority team will have control over the budget and will make decisions to ensure student growth and higher student achievement. The State and Federal programs administrator will provide guidance in program regulations.

Nelson Elementary is authorized by the Central Office to adjust their school calendar as needed, and will be supported in negotiations with the bargaining unit for these adjustments. A longer day is planned for the 2015-2016 school year. The building administration has been authorized by Central Office to compensate teachers at the rate of \$500 per semester for this longer day. The Nelson Priority Leadership Team and all members agree to extending the instructional day by one hour per day, per week to meet the academic needs of students.

Central Office has authorized Nelson Elementary to schedule their building professional development days to accommodate their scheduling needs. The Nelson Priority Leadership Team analyzed the data on professional learning needs and has planned professional development based on those needs.

Teachers assigned to work with Nelson Elementary students will be placed in positions based upon prior evaluation outcomes and student performance data during the implementation of this Transformational Plan. The building principal has the flexibility to design the staffing to meet the needs of the school. This may include restructuring support staff and/or assign teachers based on strengths that will most effectively meet the needs of the students and keeping class sizes to a limited number. The Nelson Elementary principal will exercise right of refusal to deny a teacher the ability to move into Nelson Elementary School if their capacity does not align with Nelson Elementary School's direction and programming needs. Teachers will also have the option to opt out of teaching at Nelson Elementary. The Human Resource office, with the Superintendent, will place these teachers in a different position in the district. Nelson Priority Leadership Team, with the input of selected district administrators and teachers, will interview for positions within the building. Placement of staff will be based upon the potential candidates credentials, abilities, written abilities, and reference checks. Recommendations for hiring will come from Nelson Elementary administration.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

Muskegon Public Schools District Central Office has designated Cheri Millisor, Director of Curriculum and Instruction, as the district level contact and direct support person to monitor and support the rapid turnaround process at Nelson Elementary School. Cheri's contact information is cmilliso@mpsk12.net, 231-720-2083. Cheri has worked closely with the Nelson Building Leadership Team as well as the Muskegon Area ISD staff including the School Improvement Facilitator and the MAISD identified Intervention Specialist.

Mrs. Millisor along with the Nelson Building Priority Team, Muskegon Public Schools District Priority Leadership Team, and the Muskegon Area Intermediate School District School Improvement Facilitators and Intervention Specialists will continue to work collaboratively to support Nelson School. These partners/organizers have collaborated in regularly scheduled Priority Team Meetings at the building and district level to conduct a data dialog, identify Teaching and Learning Priorities, writing of the Redesign Plan, SharePoint Training, and the writing of the Service Plan. The building administrator, the Director of Curriculum and Instruction, the Superintendent, MSU Intervention Specialist, and a School Improvement Consultant from the MAISD took advantage of early deadlines to receive MDE's technical assistance from LaWanna Shelton, as well as MAISD's technical assistance. The building administrator also contacted other Priority Schools (Flint Beecher & GRPS) to glean information from their experiences in the process.

In addition, the district contact person/redesign monitor, building leadership, and MAISD Regional Assistance Staff have worked closely to make decisions to support the use of state and federal categorical funds and Regional Assistance Grant funds in alignment with the Big Ideas and Teaching and Learning Priorities in Nelson's Transformation Plan.

The Nelson and MPS leadership will continue to work closely with MAISD, MDE, and other external partners to participate in professional learning opportunities that directly support and align with the transformation plan including a process customized for Nelson staff for unpacking of the state Career and College Ready Standards for English Language Arts and embedded Vocabulary instruction technical assistance with a retired ELA consultant from the Ottawa Area Intermediate School District, training on Thinking Maps to increase reading comprehension, and training from Solution Tree for gaining information about implementing professional learning communities. Nelson and district leadership and staff will look for and take advantage of technical assistance opportunities provided by MDE MiExcel, MAISD, and other state, regional, and local providers as they arise and that align with Nelson's redesign plan.